

# Instructions for Screening, Field Observations, and Other Odds & Ends

### 1. District/agency policies and procedures for screening, evaluation, and assessment

#### Screening

- a. Explain the policies and procedures for screening in your district/agency.
- b. Arrange for the participant(s) to receive training on the screening instrument used in your district/agency outside of core training time.
- c. Instruct the participant(s) to arrange a field observation of a screening using 7.9a *Screening-Field Observation Form.*
- d. Meet with the participant(s) following training and observation to review responses to form 7.9a and answer any follow-up questions as needed.
- e. Instruct the participant(s) to place the completed observation form in the portfolio.
- f. Add any additional training, mentoring, practice, etc. necessary to ensure the coordinator's skill and accuracy in appropriately administering screenings.

#### **Evaluation/Assessment**

- a. Explain the policies and procedures for evaluation and assessment in your district/agency. Describe the role of the service coordinator in this process in your area. If you have referral forms unique to your district/agency for arranging evaluations and assessments, inform the participant of those.
- b. Instruct the participant in how to set up two field observations. One observation will allow the service coordinator to observe a full developmental evaluation of all five domain areas. The second observation will allow the service coordinator to observe a domain specific or specialty evaluation.
- c. Instruct the participant(s) to use 7.9b *Evaluation/Assessment Field Observation Form* during both of these observations, and to meet

- with the trainer/supervisor following completion of the observations to answer any follow-up concerns as needed.
- d. Instruct the participant(s) to place the completed observation form in the portfolio.

#### 2. Optional Tools

- a. If desired, make available the following handouts to ensure that service coordinators understand how to accurately compute items related to screening, evaluation, and assessment.
  - i. 7.9c Chronological Age Computation
  - ii. 7.9d Adjusted Age Computation
  - iii. 7.9e Computation for Percent Delay



#### **Field Observation Form**

#### Screening

1. 	Describe the concerns for which the child was referred and the setting where the screening took place.
2.	Do you understand how the child's chronological age (and adjusted age, if appropriate) was calculated? If not, ask trainer/supervisor for explanation.
3.	List any questions or concerns you have regarding how the items were administered or scored.
4.	Describe the child's behavior during the screening, and note techniques used by the service coordinator to elicit the child's cooperation.
_	
5.	Describe the caregiver's participation during the screening.
	<del>_</del>

6. Note how results of the screening were shared with the caregiver. Description they appear to be comfortable with the screening process and their I of participation?				
7.	With what portion of the screening process do you feel most comfortable?			
8.	With what portion of the screening process do you feel least comfortable?			
9.	Do you feel you are in need of further training concerning screening? If so, be specific about what would help you feel better prepared. (Complete this item only if training on the screening instrument used in your district/agency was provided prior to this observation.)			



#### **Field Observation Form**

#### **Evaluation/Assessment**

1.	Describe the concerns for which the child was referred and the setting where the screening took place.
2.	Describe the type of evaluation/assessment being conducted during this observation (initial full developmental evaluation for eligibility, annual assessment for programming, specialty/domain specific evaluation, etc.).
3.	Which disciplines were present?
4. —	What sources of information were used?
5.	List any questions or concerns you have regarding how the items were administered or scored.
 arti	cipant's name 7.9

6.	Describe the child's behavior during the evaluation/assessment, and note techniques used by the evaluator to gather information during child routines and activities.
7.	Describe the caregiver's participation during the evaluation/assessment.
8.	Note how the evaluator shared information with the caregiver. Did the caregiver appear to be comfortable with the evaluation/assessment process and their level of participation?
_	
9.	With what parts of this process do you feel most comfortable?
10	.With what portion of the process do you feel least comfortable?
Ad 	ditional comments:

Participant's name\_\_\_

7.9b



#### **Chronological Age Computation**



To determine a child's chronological age, subtract the date of birth (year, month, and day) from the current date.

#### Example # 1

	<u>Year</u>	Mo.	<u>Day</u>
Current date	2005	8	7 (August 7, 2005)
Minus the child's date of birth -	2003	4	3 (April 3, 2003)
	2 years	4 mo.	4 days=Chronological Age (CA)

#### Example #2

	<u>Year</u>	Mo.	<u>Day</u>
Current date	2005	8	07 (August 7, 2005)
Minus the child's date of birth -	2003	9	10 (September 10, 2003)
	1 year	10 mo	. 27 days=Chronological Age (CA)



#### **Adjusted Age Computation**



Term gestation is forty weeks. It is customary to adjust for prematurity if the child is born at <u>less</u> than 37 weeks gestation. It is customary to stop adjusting for prematurity at 24 months of age.

In order to calculate a child's age, adjusted for prematurity, follow these steps:

- Determine the number of weeks premature the child is by subtracting the actual number of week's gestation from forty weeks.
- Subtract that amount from the child's chronological age.

#### **Example**

Child's date of birth – January 3, 2005 Child born at 24 weeks gestation

40 weeks = term gestation

-24 weeks actual gestation

16 weeks or 4 months premature

Current date 2005 8 7 (August 7, 2005)

Minus the child's date of birth -2005 1 3 (January 3, 2005)

7 mo. 4 days = Chronological Age -4 mo. 0 days premature

3 mo. 4 days = Adjusted Age (AA)



#### **Computation for Percent Delay**



In order to calculate a child's percent delay in a given assessment domain, follow these steps:

- Subtract the child's age equivalent (based on assessment results) from the child's chronological age.
- Divide the result by the child's chronological age.

#### Example #1

Child's chronological age (CA) 24 months (CA)
Minus the child's age equivalent (AE) -12 months (AE)

12 months (difference in CA and AE)

12 months (difference in CA and AE) divided by 24 months (CA) = 50% delay

Example #2
CA 18 months
-AE 12 months
6 months

6 months (difference in CA and AE) divided by 18 months (CA) = 33% delay

# It Matters:

# Lessons from my son Advice for Professionals

# Who Must "Conference Cases"

by Janice Fialka, MSW, ACSW

Illustrated with Permission

## Poem by Janice Fialka, MSW, ACSW

Fialka, J. (1997, 2001). *It Matters: Lessons from my son.* Huntington Woods, MI.

Contact Information:
Janice Fialka, MSW, ACSW
10474 LaSalle
Huntington Woods, MI 48070
248-546-4870
ruaw@aol.com



Before the case conference, I would look at my almost five-year-old son and see a golden haired boy who giggled at his baby sister's attempts to clap her hands.

Who charmed adults by his spontaneous hugs and hellos.



Who captured his parents with his rapture with music and his care for white-haired people who walked a walk a bit slower than younger folks,

Who often became a legend in places visited because of his exquisite ability to befriend a few special souls,

Who often wanted to play "peace marches," and who, at the age of four, went to the Detroit Public Library requesting a book on Martin Luther King. After the case conference I looked at my almost five-year-old son.

He seemed to have lost his golden hair.

I saw only words plastered on his face. Words that drowned us in fear and revolting nausea. Words like:



# I want my son back.

That's all.

I want him back now. Then I'll get on with my life.

## If you could see the depth of this wrenching pain.



If you could see the depth of our sadness then you would be moved to return our almost five-year-old son who sparkles in the sunlight despite his faulty neurons.

10

Please give me back my son—undamaged and untouched by your labels, test results, descriptions, and categories.





If you can't, if you truly cannot give us back our son, then just be with us quietly, gently, and compassionately as we feel.

Sit patiently and attentively as we grieve and feel powerless.

Sit with us and create a stillness known only in small, empty chapels at sundown. Be there with us as our witness and as our friend.





Please do not give us advice, suggestions, comparisons, or another appointment. (That's for later.) We want only a quiet shoulder upon which to rest our too-heavy heads.

If you can't give us back our sweet dream then comfort us through this nightmare. Hold us. Rock us until morning light creeps in.

Then we will rise and begin the work of a new day.





#### TENNESSEE DEPARTMENT OF EDUCATION

Special Education 6th Floor, Andrew Johnson Tower 710 James Robertson Parkway Nashville, Tennessee 37243-0375 (615) 532-5942 Fax: (615) 532-4792

E. Vernon Coffey, Ed. D.

Jeff Roberts

Commissioner

**Deputy Commissioner** 

#### **MEMORANDUM**

To: Tennessee Early Intervention System

From: Brenda Bledsoe

Director, Office of Early Childhool

Date: July 31, 2000

Re: Evaluation Tools

In 1999, the Office of Early Childhood, Division of Special Education, Tennessee Department of Education (as the lead agency for the early intervention system in Tennessee) began the development of Rules, Regulations and Minimum Standards for Part C. A Subcommitte for Eligibility, Evaluation, Assessment, IFSP Process and Documentation was appointed. One task of this committee was to review the existing "Suggested Tools for Evaluation" and to recommend changes and additions in the list of evaluation tools for use in determing eligibility of infants and toddlers. As the Subcommittee for Eligibility, Evaluation, Assessment; IFSP Process and Documentation completed the Rules, Regulation, and Minimum Standards, a decision was made not to include the "Evaluation Tools for Eligibility for Early Intervention Services." in the Rules, Regulations and Minimum Standards. The "Evaluation Tools for Eligibility for Early Intervention Services" will be included and updated in the *TEIS Individual Family Service Plan Manual*.

Enclosed is the revised list of evaluation tools. The "Evaluation Tools for Determing Eligibility for Early Intervention Services." reflects the recommendations made by the Subcommittee for Eligibility, Evaluation, Assessment, IFSP Process and Documentation.

In order to provide time for programs and service providers to obtain materials and trainings in the revised "Evaluation Tools for Eligibility for Early Intervention Services," the current list of evaluation tools that are in the *TEIS Individualized Family Service Plan Manual*, "Suggested Tools for Evaluation", TNDOE/1-2000 will remain in effect until 7/01/2001. At that time, only the revised list of evaluation tools as identified in the "Evaluation Tools for Determining Eligibility for Early Intervention Services" TNDOE-7/31/00 will be utilized. In the interim time between 7/31/00 through 7/01/2001, both sets of evaluation tools may be used to determine eligibility for early intervention services.

Please insert the "Evaluation Tools for Determining Eligibility for Early Intervention Services" in the *TEIS Individualized Family Service Plan Manual*, Chapter 3, behind page 26. After 7/01/2001, pages 23-26 should be removed from the manual.

During the upcoming year 2000-2001, trainings regarding the "Evaluation Tools for Determining Eligibility for Early Intervention Services" will be offered through TEIS-Technical Assistance. An announcement regarding these trainings will be sent to the TEIS offices and early intervention service providers.